California School Dashboard Local Indicators
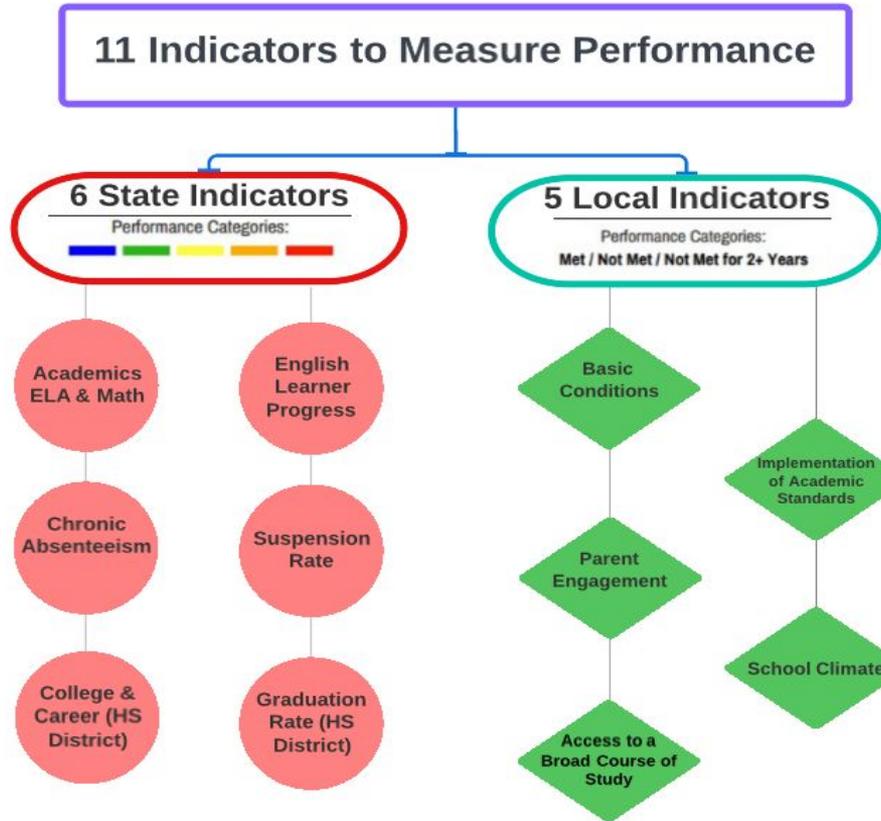
June 25, 2025

California School Dashboard

Purpose of the California School Dashboard

- Parents/guardians, educators, other stakeholders and the public can use the Dashboard to see how local educational agencies and schools are performing under California's accountability system
- Provide a quick overview, with additional details available, about overall performance and student group performances on multiple measures of student success

California School Dashboard Accountability Model

11 Indicators to Measure Performance

6 State Indicators
Performance Categories:

- Academics ELA & Math
- English Learner Progress
- Chronic Absenteeism
- Suspension Rate
- College & Career (HS District)
- Graduation Rate (HS District)

5 Local Indicators
Performance Categories:
Met / Not Met / Not Met for 2+ Years

- Basic Conditions
- Parent Engagement
- Access to a Broad Course of Study
- Implementation of Academic Standards
- School Climate

California School Dashboard

➢ Measures performance on State Priorities in 11 areas
- ○ 6 state indicators
- ○ 5 local indicators

How local performance is measured

All local indicators must be:
- Updated annually
  - Met - LEA has process and measure in place to collect information
  - Not met - LEA did not have process and measure in place to collect information
  - Not met for 2 or more years
- Reported to the local Board in conjunction with the approval of the LCAP
- Will be uploaded to the California Dashboard in Fall 2025
  - CHKS student and family survey in Spring 2025
  - Staff survey administered in Spring 2025

State Priority 1: Basic Services - **Met**

- Standard: Local Education Agency (LEA) annually measures its progress in meeting the Williams settlement requirements at 100% at all school sites and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

Reflection tool: Williams Audit (sufficient curriculum materials, facilities in good repair)

State Priority 2: Implementation of State Academic Standards - Overall: **3 Initial Implementation - MET**

- Standard: Local Education Agency (LEA) measures its progress implementing state academic standards
  - Self-reflection tool - District credentialed staff survey (67 participants)

    [Staff survey - score tally](#)

Priority 2: Implementation of Academic Standards: *Professional Development*- **MET**

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation & Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			x		
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics			x		
Next Generation Science Standards			x		
History-Social Science		x			

Priority 2: Implementation of Academic Standards: *Instructional Materials - MET*

Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation & Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards				x	
History-Social Science			x		

Priority 2: Implementation of Academic Standards: *Policies and Programs* - **MET**

Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation & Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			x		
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics			x		
Next Generation Science Standards			x		
History-Social Science		x			

Priority 2: Implementation of Academic Standards: *Other Adopted Academic Standards* - **MET**

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation & Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		x			
Health Education Content Standards		x			
Physical Education Model Content Standards			x		
Visual and Performing Arts		x			
World Language		x			

Priority 2: Implementation of Academic Standards: *Support For Teachers and Administrators* - **MET**

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation & Sustainability

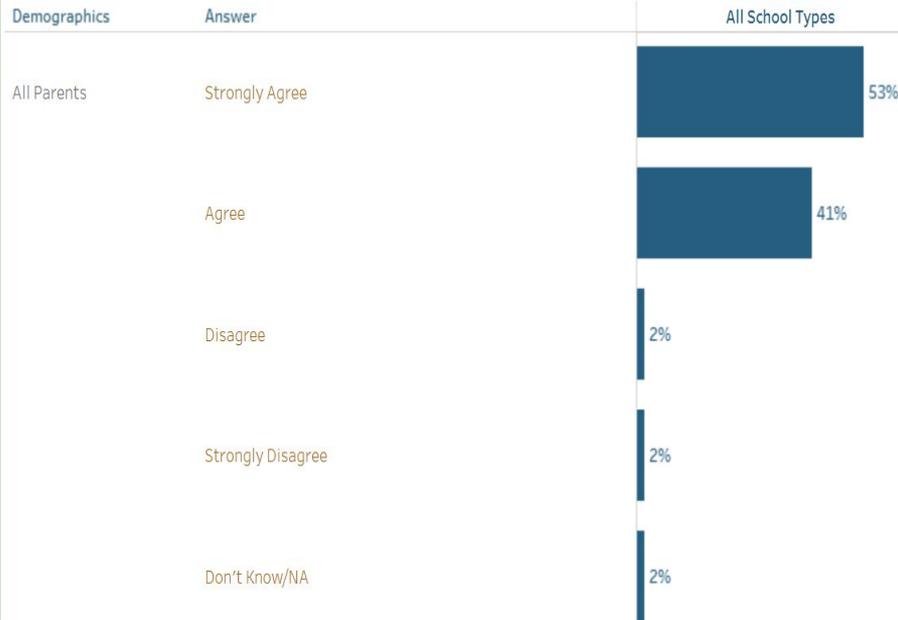| Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			x		
Identifying the professional learning needs of individual teachers		x			
Providing support for teachers on the standards they have not yet mastered			x		

State Priority 3: Parental Involvement and Family Engagement - Overall: **MET**

- Standard: Local Education Agency (LEA) annually measures its progress in
  - Seeking input from parents in decision making
  - Promoting parental participation in programs
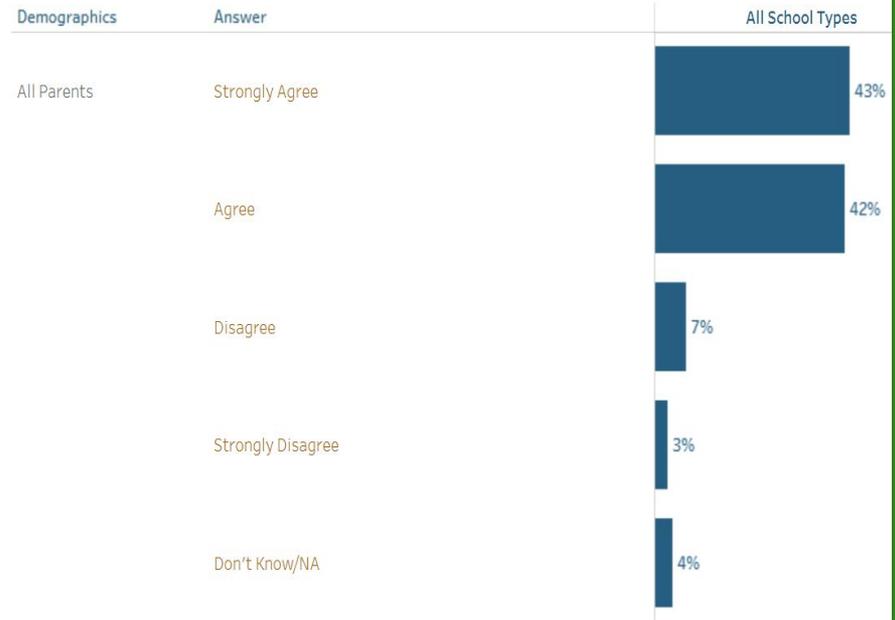   - California Healthy Kids Survey (CHKS) - Spring 2025

State Priority 3: Parent Engagement - CHCKs survey
Building Relationships between School Staff and Families - MET

How strongly do you agree or disagree with the following statements about this school?
- School staff treat parents with respect.

Demographics	Answer	All School Types
All Parents	Strongly Agree	53%
	Agree	41%
	Disagree	2%
	Strongly Disagree	2%
	Don't Know/NA	2%

How strongly do you agree or disagree with the following statements about this school?
- School staff take parent concerns seriously.

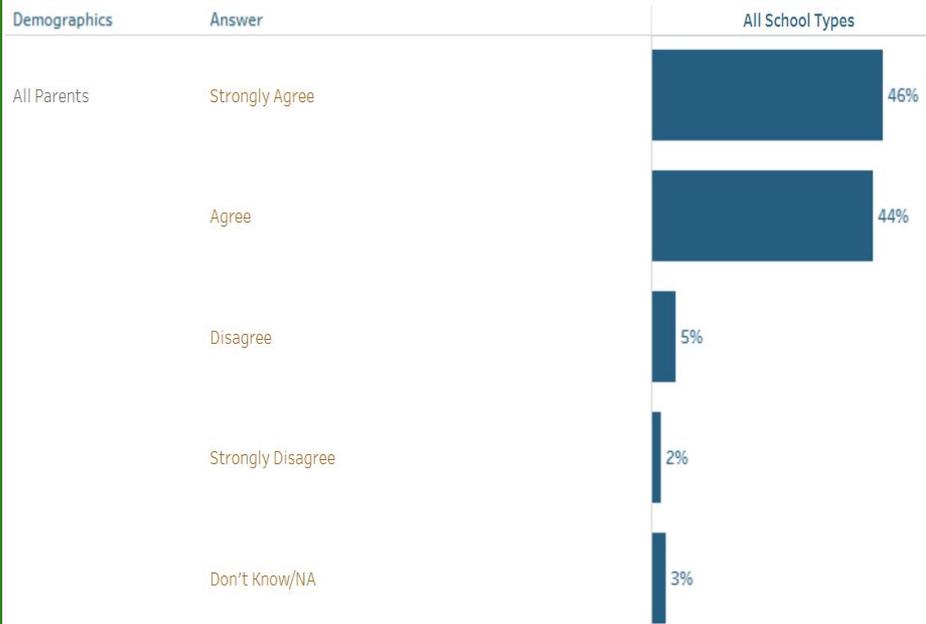| Demographics	Answer	All School Types
All Parents	Strongly Agree	43%
	Agree	42%
	Disagree	7%
	Strongly Disagree	3%
	Don't Know/NA	4%

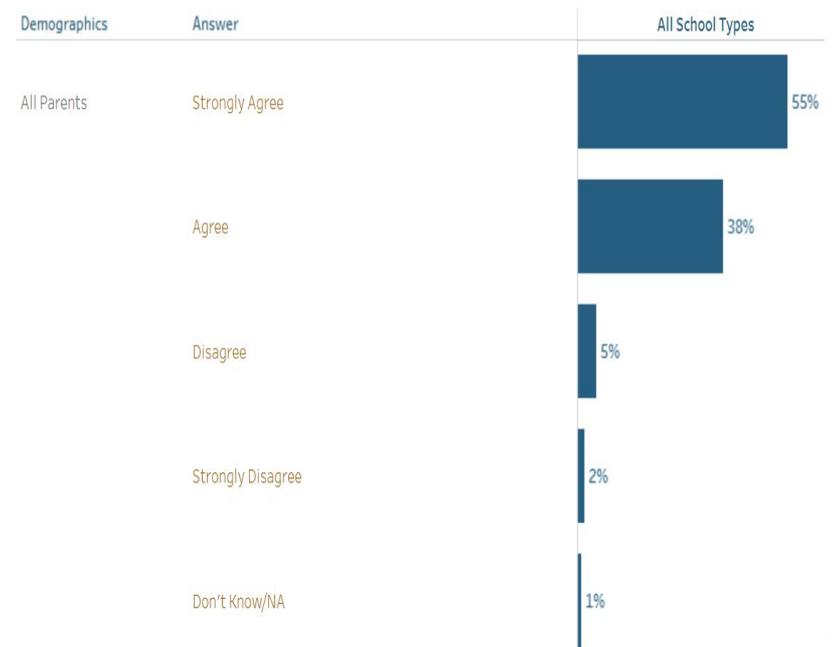# State Priority 3: Parent Engagement - CHCKs survey
Building Relationships between School Staff and Families - **MET (cont.)**

Based on your experience, how strongly do you agree or disagree with the following statements
- This school encourages me to be an active partner with the school in educating my child.

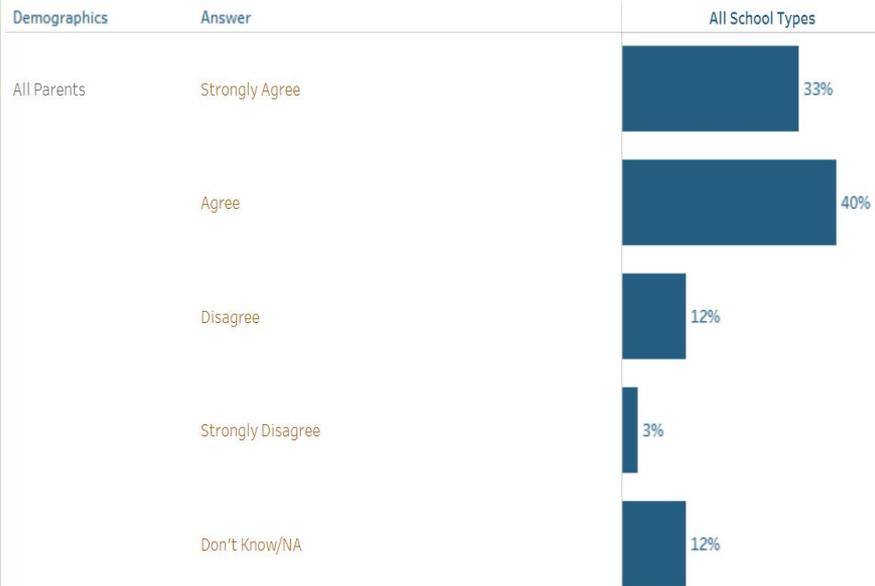| Demographics	Answer	All School Types
All Parents	Strongly Agree	46%
	Agree	44%
	Disagree	5%
	Strongly Disagree	2%
	Don't Know/NA	3%

Based on your experience, how strongly do you agree or disagree with the following statements
- This school keeps me well-informed about school activities.

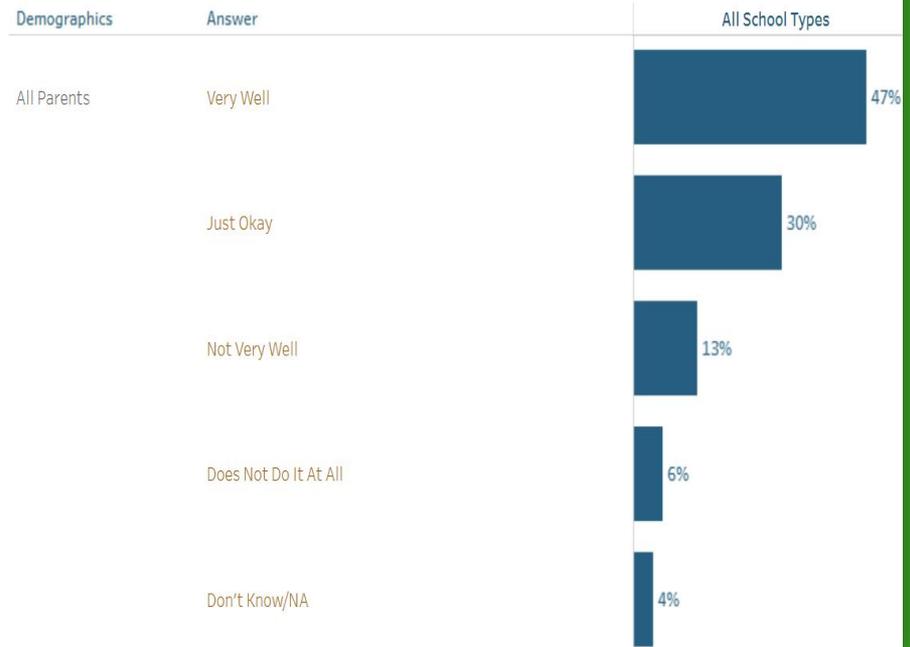| Demographics	Answer	All School Types
All Parents	Strongly Agree	55%
	Agree	38%
	Disagree	5%
	Strongly Disagree	2%
	Don't Know/NA	1%

State Priority 3: Parent Engagement - CHKS survey
Building Partnerships for Student Outcomes - MET

Based on your experience, how strongly do you agree or disagree with the following statements
- This school has quality programs for my child's talents, gifts, or special needs.

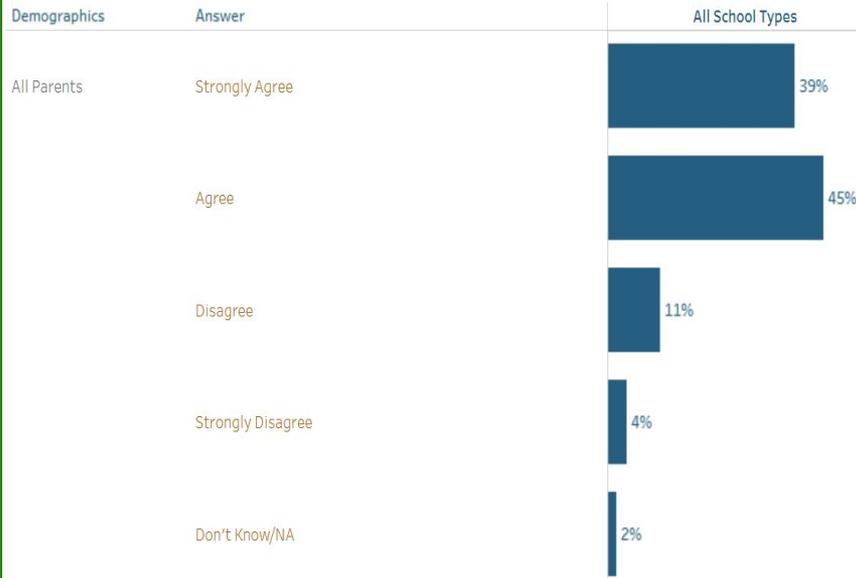| Demographics	Answer	All School Types
All Parents	Strongly Agree	33%
	Agree	40%
	Disagree	12%
	Strongly Disagree	3%
	Don't Know/NA	12%

How well has this child's school been doing the following things during the school year?
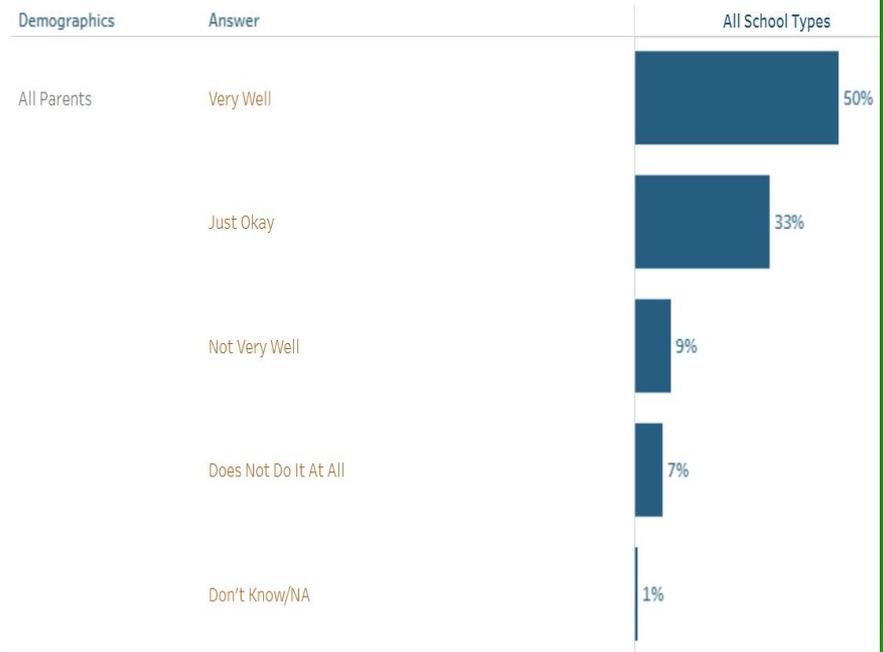- Providing information about how to help your child with homework.

Demographics	Answer	All School Types
All Parents	Very Well	47%
	Just Okay	30%
	Not Very Well	13%
	Does Not Do It At All	6%
	Don't Know/NA	4%

State Priority 3: Parent Engagement - CHKS survey
Building Partnerships for Student Outcomes - **MET (cont.)**

How strongly do you agree or disagree with the following statements about this school?
- Teachers communicate with parents about what students are expected to learn in class.

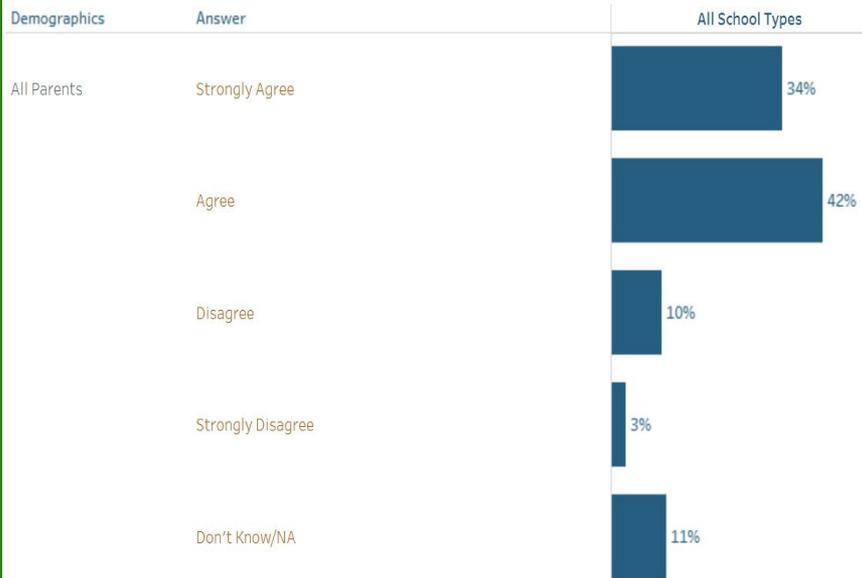| Demographics	Answer	All School Types
All Parents	Strongly Agree	39%
	Agree	45%
	Disagree	11%
	Strongly Disagree	4%
	Don't Know/NA	2%

How well has this child's school been doing the following things during the school year?
- Letting you know how your child is doing in school between report cards.

Demographics	Answer	All School Types
All Parents	Very Well	50%
	Just Okay	33%
	Not Very Well	9%
	Does Not Do It At All	7%
	Don't Know/NA	1%

State Priority 3: Parent Engagement - District survey
*Seeking Input for Decision-Making - **MET***

Based on your experience, how strongly do you agree or disagree with the following statements
- This school actively seeks the input of parents before making important decisions.

Demographics	Answer	All School Types
All Parents	Strongly Agree	34%
	Agree	42%
	Disagree	10%
	Strongly Disagree	3%
	Don't Know/NA	11%

Since the beginning of this school year, has any adult in your child's household done any of the follow
- Participated in a meeting of the parent-teacher organization or association

Demographics	Answer	All School Types
All Parents	No	44%
	Yes	56%

State Priority 6: School Climate - MET

- Standard: Local Education Agency (LEA) administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade level within the grade spans (3-5, 6-8)
  - CHKS student survey (grade 4-8)
    - School Engagement and Supports
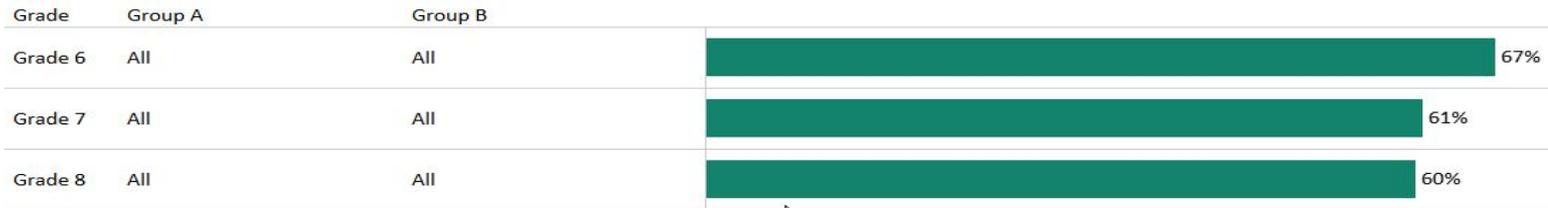   - School Safety

State Priority 6: School Climate (Gr 4-8) - School Engagement and Supports - MET

Academic motivation | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time' across survey questions
that comprise the scale.

Grade	Group A	Group B	
Grade 4	All	All	84%
Grade 5	All	All	84%

Item(s)
- Do you finish all your class assignments? (wording prior to 20/21)
- Do you finish all your school assignments? (wording in 20/21 and later)
- When you get a bad grade, do you try even harder the next time?
- Do you keep working and working on your schoolwork until you get it right?
- Do you keep doing your classwork even when it's really hard for you? (wording prior to 20/21 and later)
- Do you keep doing your schoolwork even when it's really hard for you? (wording in 20/21 and later)

Grade	Group A	Group B	
Grade 6	All	All	67%
Grade 7	All	All	61%
Grade 8	All	All	60%

Item(s)
How strongly do you agree or disagree with the following statements?
- I try hard to make sure that I am good at my schoolwork.
- I try hard at school because I am interested in my work.
- I work hard to try to understand new things at school.
- I am always trying to do better in my schoolwork.

20

Caring adult relationships | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time' across survey questions
that comprise the scale.

Grade	Group A	Group B	
Grade 4	All	All	76%
Grade 5	All	All	67%

Item(s)
Do the teachers and other grown-ups at school...
- care about you?
- listen when you have something to say?
- make an effort to get to know you? (added in 16/17)

Grade	Group A	Group B	
Grade 6	All	All	67%
Grade 7	All	All	60%
Grade 8	All	All	59%

Item(s)
At my school, there is a teacher or some other adult...
- who really cares about me.
- who notices when I'm not there.
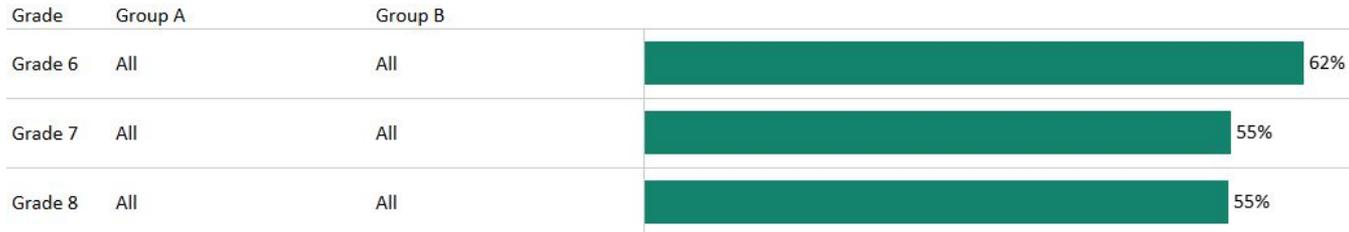- who listens to me when I have something to say.

21

State Priority 6: School Climate (Gr 4-8) - School Engagement and Supports - MET

School connectedness (In-school Only) | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time' across survey questions
that comprise the scale.

Grade	Group A	Group B	
Grade 4	All	All	74%
Grade 5	All	All	73%

Item(s)
- Do you feel close to people at school?
- Are you happy to be at this school?
- Do you feel like you are a part of this school?
- Do teachers treat students fairly at school?
- Do you feel safe at school?

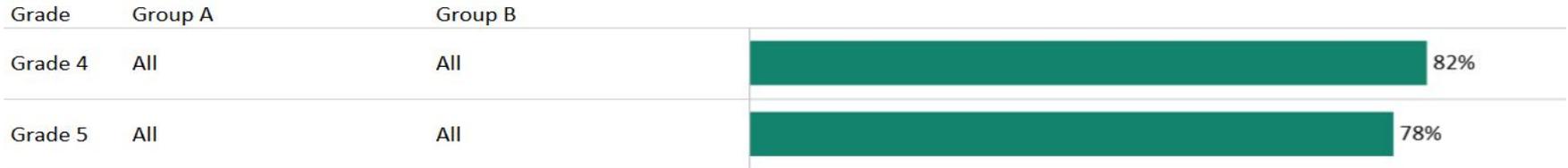| Grade	Group A	Group B	
Grade 6	All	All	62%
Grade 7	All	All	55%
Grade 8	All	All	55%

How strongly do you agree or disagree with the following statements?
- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- The teachers at this school treat students fairly.
- I feel safe in my school.

State Priority 6: School Climate (Gr 4-8) - School Safety - MET

Perceived safety at school | Average percent of respondents reporting 'Yes, all of the time' or 'Yes, most of the time.'

Grade	Group A	Group B	
Grade 4	All	All	82%
Grade 5	All	All	78%

Item(s)
In-School and Hybrid Only
- Do you feel safe at school?

Grade	Group A	Group B	
Grade 6	All	All	61%
Grade 7	All	All	55%
Grade 8	All	All	58%

Item(s)
In-School Only
How safe do you feel when you are at school?

State Priority 6: School Climate (Gr 4-8) - School Safety - MET (cont.)

Cyberbullying | Average percent of respondents reporting 'Yes, all of the time,' 'Yes, most of the time' or 'Yes, some of the time.'

Grade	Group A	Group B	
Grade 4	All	All	27%
Grade 5	All	All	25%

Grade	Group A	Group B	
Grade 6	All	All	27%
Grade 7	All	All	24%
Grade 8	All	All	25%

Item(s)
Past 12 months, other students spread mean rumors/lies/hurtful pictures about you online, on social media, or on a cell phone.

State Priority 7: Broad Course of Study - MET

- Standard: Local Education Agency (LEA) annually measures their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study… including the programs and services developed and provided to unduplicated students and individuals with exceptional needs
  - Review of daily schedules, PowerSchool, Attendance/Engagement forms

State Priority 7: Broad Course of Study - **MET**

- Broad Course of study grades 1 - 6:
  - English, Math, Social Science, Science, visual and performing arts, health, PE
- Broad course of study grades 7 - 8:
  - English, social science, foreign language, PE, science, math, visual and performing arts